



Funded by  
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# Standing Together Against Racism

Training on racism- and discrimination sensitive  
education for youth workers, educators and youth  
leaders



**16.10.2022 - 21.10.2022**

**Berlin, Germany**

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## ***Background of the initiative***

**STANDING TOGETHER  
AGAINST RACISM**  
- A Training Handbook -



European and international youth organisations play an important role in responding to the ever-increasing challenges of racism and intolerance towards refugees, migrants, Black People and People of Colour (BPoC).

Over the last few years, the rising nationalism and radicalisation of young people has become an increasing threat to peace and democracy in many countries of the European Union (EU) and in other countries worldwide. In an immigration society, youth organisations ought to be facilitators of inclusion. As such, they need to be credible institutions who base their educational programmes on a truly anti-racist structure, an anti-racist culture and an anti-racist understanding of all members of non-governmental organisations (NGO).

The Erasmus+ Partnership Project "Standing Together Against Racism in Europe – STAR E" aims to strengthen the role and profile of youth NGOs in combating racism, becoming facilitators of dialogue as well as inclusion, and empowering anyone who might be affected by racism across Europe.

The focus the organisations who have participated in the STAR E project is cultural exchange, especially the exchange of volunteers worldwide, both hosting international volunteers and sending their volunteers to other countries. These organisations also conduct regular trainings for trainers and their co-workers, or host short-term volunteers in international 'work camps' or similar activities. Based on this, we find it necessary to implement trainings that explore issues of racism and privilege, and encourage those taking part to be empowered towards change. In many cases, we work with volunteers who may hold stereotypes and prejudices influenced by their own media and environment, not necessarily aware of how their own privilege or experience have shaped their attitudes.

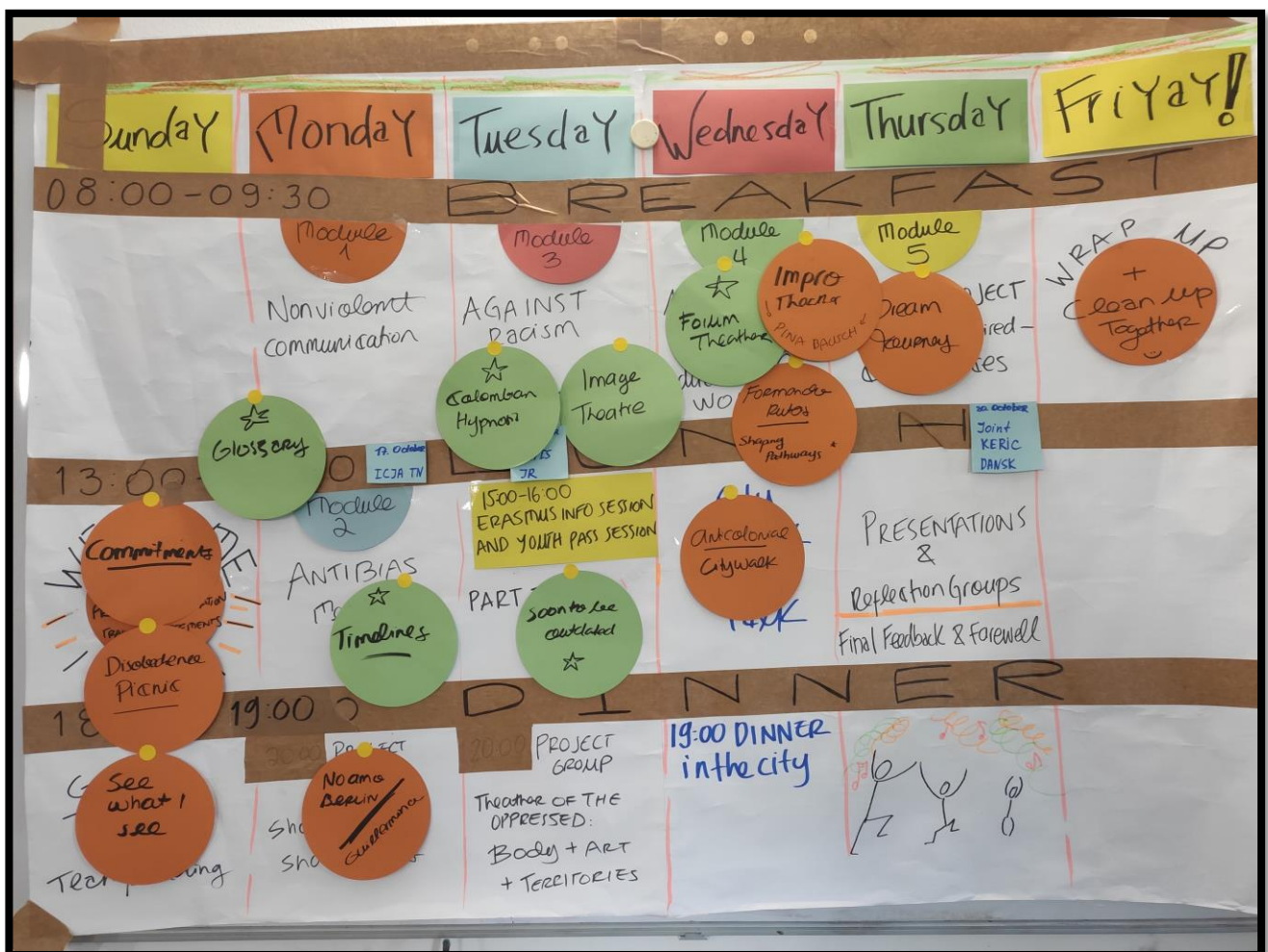
We feel that it is of utmost importance to reflect on these issues together with the volunteers and sensitising them to racism before, during and after their voluntary service. The experience of racist attitudes towards BPoC is a fact whether they are participants of an inbound or outbound volunteering programme or not. Through empowerment training and an introduction to the social structures in the respective society, they can explore how to act in such situations and are less likely to be affected by negative experiences.

## ***Goals and Objectives of the Training***

### **The training consisted of the following modules:**

- ✓ Reflection on one's own and externally attributed social positioning: Participants reflect on their own positioning in society and the associated social privileges and disadvantages along different forms of discrimination. For this purpose, methods of the anti-bias approach are carried out and presented, which the participants can use themselves in their educational work in the future.
- ✓ Criticism of racism, Intersectionality and Diversity: Here we ask ourselves the following questions: How does racism and other forms of discrimination work in our societies? What is behind the approaches "Intersectionality" and "Diversity"? The approaches and the methods are applicable and can be adopted by the participants in their later educational work.

- ✓ Discrimination-sensitive educational work: in this module, the participants develop ideas and strategies together on how they can design their own educational work in a way that is sensitive to discrimination. What do we need for creating a peaceful environment? What must be considered?
- ✓ Development of ideas and strategies for designing educational work that is sensitive to discrimination
- ✓ Exploration of methods and strategies for self-awareness and personal empowerment





## Activities in Details



**16.10.2022 - 21.10.2022**

**TRAINING**

# STAR

**STANDING TOGETHER  
AGAINST RACISM**

**PROGRAM**

**DAY 1 - 16.10**

- Arrival and welcome
- Getting to know each other, team building
- Orientation about venue, Corona rules, social contract, Expectations
- Introduction in the program

**DAY 2 - 17.10**

- Getting to know each other: on personal level, on level of activities, presentation of your organizations
- Awareness of own and external social positioning
- Daily reflection round

**DAY 3 - 18.10**

- Critique of racism and intersectionality
- Diversity
- Daily reflection round

**DAY 4 - 19.10**

- Anti-discrimination in educational work
- Exchange of Best Practice
- Excursion in Berlin

**DAY 5 - 20.10**

- How to implement Anti-discrimination in the educational work of the own organization
- Final evaluation / How can I implement at home what I have learned?
- Farewell party

**DAY 6 - 21.10**

- Farewell & Departure

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## Daily Reports

Day 1, 16<sup>th</sup> of October 2022

### Sequence of the day:

- ✚ Arriving to the venue
- ✚ Check-in
- ✚ Disobedience picnic
- ✚ Getting to know each other
- ✚ Dinner
- ✚ Evening session

### **The arrival**

The team of Xalteva, Jessica and Kristina warmly welcomed us one by one to the seminar. We had the pleasure of greeting new members of our group throughout the day because we all began our adventure from various locations throughout Europe.

When everyone arrived to the venue, we introduce our names by saying why we were called like that. After that we had an introduction to the program. Ouff, it is going to be very intense! Besides that, we established the commitments we will stick to as a group. Thus, we established cleaning and breakfast preparation teams.

### **Disobedience picnic**

Before dinner we were proposed to join so-called Disobedience Picnic. No one of us has heard or participated in such a special picnic. There were 4 dishes from different countries and cultures on the blanked outside in the nature. We were asked to join the picnic using the following rules: during one time we could try as much food of one dish as possible. At the same time, we should be no more than two people in the middle at a time taking our food and be silent. Only after the picnic has finished, we were asked to share what we have eaten and what it reminds us from. Then, Jessica taught us what her ideas and connection was with the food from the historical point of view (*"decolonize your taste buds", seek ingredients not from colonial extracitivist origin, check original ways of preparation*).

### **Dinner**

After the picnic, we were invited to enjoy our lovely dinner. Our cook prepared for us a vegan full-filling dinner, so we were quite happy to taste this food. Later on, Chris cooked food from different continents and cultures. That was really awesome.



## 1 Training Session

After dinner, we started our first and last evening session. We arranged a game called "Secret Friend". During the Training we were asked to make anonymously some cute gestures for another person.



Jessica gave us hand mirrors and asked to look at the person whom we see in the mirror. She explained that mirrors can evoke strong feelings in us – and they can also be incredibly powerful tools for changing our perspective and seeing parts of ourselves that are usually hidden as we look out into the world. Learning to tune into your image will not turn you into a towering narcissist. Quite the opposite: you'll learn to stay present with yourself, manage the intensity of your emotions, and tap into a new inner strength. In fact, kinder self-awareness is the key to breaking free from the inner critic and the external world that stokes our fears and

anxieties that we are never safe, never good enough, and never have enough.

The result of this activity was unpredictable. Some people got more personal than in usual presentations of themselves and it could be considered as the first step to open up in front of the people they met just a couple of hours ago. They say, if you want to change the world, start from yourself and accept you the way you are. If you cannot accept – work on yourself. The lesson was learnt: trying to change yourself—that is, who you are—will inevitably lead you to fail and feel hopeless. But if you instead focus on changing your actions without worrying about how it changes you as a person, real change becomes much simpler.





## Day 2, 17<sup>th</sup> of October 2022

### Sequence of the day:

- ✚ Breakfast
- ✚ Non-violent communication
- ✚ Lunch
- ✚ Anti-bias and bodily expressions
- ✚ Dinner
- ✚ Short films

### **Non-violent communication**

We started the morning with an energizer to get to know each other and remember names. After that we had a look on the training handbook: index, glossary, etc. to know where we can find the different methods the handbook suggests and the definitions it gives to relevant topics such as intolerance, migrant, racism, inverse racism, etc.

After that, we had a small discussion about our relationship with youthwork: some of the participants come from organizations that work with young people, some are young people who volunteer for those or other organizations, many have participated before in trainings regarding anti-racism and colonial topics, human rights... and only very few of them came to such a training for the first time.



The module of non-violent communication exercise started with the elaboration of feelings and needs. This exercise was to be aware of how we express those feelings and needs with our bodies as we could not speak to express them. Afterwards we have Non-violent communication presentation: what is a non-violent communication? We found out that it was Marshall Rosenberg development of this concept during the American civil right movement in the early 60's...

During the Non-violent communication module we discussed how non-violent communication can be shown and what the basics for this are: observe, understand our own feelings, express the needs behind the feeling and express afterwards the request.

The last exercise of the morning was a reading exercise, as opposed to the feelings and needs exercise. During this exercise the debate revolve around how we can feel empathy through a text, which most participants found difficult as they couldn't see the person's body language.

### **Anti-bias**



After lunch, we had a presentation session where the trainers explained educational approaches and historical events like anti-bias in the field of antiracism education. Afterward, the trainers let the participants express the words "Power", "Prejudice" and "Discrimination" in their own body language. In the following, the participants talked about their own feelings and ideas



when it came to expressions. To give the participants time to get new energy, a break was proposed after. When the break was over, the participants had to prepare three strings with three signs on each. On one sign they should write "Europe" and their hometown, on one of the other signs "Africa and Asia" and on the last sign "Asia and Oceania". These strings were laid down on the ground at a certain distance. Afterward, one trainer asked the participants some reflection questions about the participants themselves, for example where they were living at a certain time.

They should step to the string which represents the certain region(s) where they lived. In addition, the same procedure was repeated regarding a particular person in the life of each participant, on whom they should decide before. As a wrap-up, each participant could look for another person to exchange their feelings during this task.

### Short films

In the evening we watched two short films, which were both connected to the topic of emancipation. The first short film was about a Cuban man, who grew up with a black woman called Guillerma. Guillerma was the slave of this man's family in Cuba in the 1940's, where she was taking care of the kids. This meant that the Cuban man developed a strong bond to the woman and in the movie, he is telling his story of how he was trying to find this woman later in his life. The second film was a satire about the life in Berlin and the rest of Europe. It touched different political subjects, like immigration politics and sustainability. The reactions to the short films were quite different. Some felt (a bit) provoked by the short film, while others found the humor as a good tool to tackle the topics. The group reflection ended on the point that you must be aware of the situation you portray such short films in and that it's important to follow up on feelings and reactions that they're creating among the audience.

## Day 3, 18th of October 2022

### Sequence of the day:

- ✚ Breakfast
- ✚ Aromatherapy Exercise
- ✚ Automatic writing & Reflection Method
- ✚ Theatre performance as a method
- ✚ Erasmus + presentation
- ✚ Presentation of the project **"Standing Together Against Racism"**
- ✚ Youth Pass Presentation

- ✚ "BELIEFS" Method
- ✚ Concept of Intersectionality

### **Aromatherapy with basil, lemon skin and mint**

The key difference to other seminars&trainings all the participants mentioned was the spiritual part of the Training. In this exercise each participant chose some of the above-mentioned natural items, put it in one of their hand, then with the other hand, created a ball out of it. We then added a few drops of argan oil and breathe it deeply and applied some on energetic points such as between the eyes, on the side of the eyes, behind the ears and on the neck. It helped us to reflect on how plants and nature can support us and on how to appreciate it.



Then we were shared the story "The turtle island" about the importance of the stories bonding us with land. Unlike most books that chronicle the history of Native peoples beginning with the arrival of Europeans in 1492, this book goes back to the Ice Age to give young readers a glimpse of what life was like pre-contact. The title, Turtle Island, refers to a Native myth that explains how North and Central America were formed on the back of a turtle. Based on archeological finds and scientific research, we now have a clearer picture of how the Indigenous people lived. Using that knowledge, the authors take the reader back as far as 14,000 years ago to imagine moments in time. A wide variety of topics are featured, from the animals that came and disappeared over time, to what people ate, how they expressed themselves through art, and how they adapted to their surroundings. The importance of story-telling among the Native peoples is always present to shed light on how they explained their world. The end of the book takes us to modern times when the story of the Native peoples is both tragic and hopeful. It's a different Genesis story that does not imply being chased from paradise and spending a lifetime trying to make it up to go back, but it makes us reflect on how we can create our own paradise by taking care of other beings.

### **Automatic writing & Reflection as a method**

At this stage we were asked to write whatever comes to our mind and if nothing comes, just draw a line answering the 5 following questions:

1. What do you know about enslavement?
2. How do you think society behaves towards Black, Indigenous and Peoples of Color?

And how do you know this? Example; this workshop, your friends, family, neighbors, in dating or in marriage ...

3. How do you think society behaves towards Black, Indigenous and Peoples of Color?

In school, in life, workplace in the workplace, police prison, in the local and federal government?

4. What is racism?

5. What does racism have to do with you?

After the time had finished, we posed the question «What has this exercise shown us»? During this method we also discussed the importance of the words we choose, that means a specific terminology. For instance, talking about enslavement that implies slaves and enslavers we can use not only the word "slaves" that makes us forget about enslavers, but also a variety of other words.

Then we were recommended some book and literature regarding this topic.

After 5 minute break we were introduced to the main stages in the confrontation with discrimination.



### Theatre Performance as a Method

Warm up: stretching and «reaching apples». Then we started two methods:

- Counting 1 till 8. Instead of numbers words and instead of words – movements.
- Columbian Hypnosis.

We were asked how we felt about the exercises and it came out that the power dynamics between the two is very much different. If the first one involves both participants in a mutual and equal exchange, the second one establishes an unbalance power relation: the leader having the power over the follower.



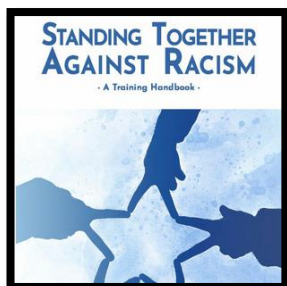
The Columbian Hypnosis was a different experience according to the pairs. Some felt comfortable, others not. Discomfort coming from "I don't know what comes next" when being led. For others, it was hard to have the guiding role, because it was a unilateral process: every decision came from the leader.

After such thought-provoking methods we had lunch - African peanut soup with chick peas, very delicious!



## **Erasmus+ Presentation & Presentation of the project «Standing Together Against Racism» & Youth Pass Presentation**

During this module we learnt about the hosting organization, ICJA, about its main activities and "area of specialisation". We were given some input about the initiative, STAR, its roots and background. *The Standing Together Against Racism in Europe (STAR E)* project was inspired by a group of youth and voluntary service organisations based across Europe who wanted to explore how to raise issues of racism, privilege and discrimination with our young people. Two handbooks, we have received at the beginning of the seminar, were developed through this project and provide inspiration to other youth organisations, and that together we can all be part of creating a inclusive and tolerant Europe.

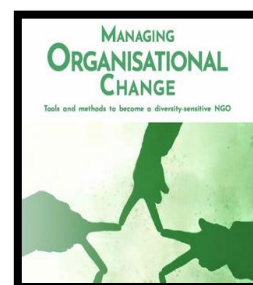


### ***Standing Together Against Racism: A Training Handbook:***

this handbook provides concepts and methods for staff to use in youth and voluntary service organisations. These activities provide a forum in which to identify and challenging racist attitudes and their harmful effects.

### ***Managing organisational change:***

***Tools and methods to become a diversity-sensitive NGO:*** this handbook introduces dynamics and perspectives we consider central within the theoretical approach to diversity. It also introduces instruments and tools to facilitate change processes towards becoming a more diverse and inclusive organisation.



During the presentation of **Youth Pass** we were provided with the information regarding this certificate and its value. The framework describes main competence areas that all individuals need for personal and professional fulfilment, for social inclusion and active citizenship and to lead a sustainable and healthy lifestyle. A competence is defined as the combination of knowledge, skills and attitudes. We were introduced to the key competences such as Cultural awareness and expression competence, digital competence, multilingual competence, personal, social and learning to learn competence, mathematical competence and competence in science, technology and engineering, literacy competence, citizenship competence, entrepreneurship competence. Throughout the whole Training we needed to reflect upon these competences.

## **BELIEFS**

We researched about a colonial matrix of power, a concept developed by Aníbal Quijano to represent the geographical, political, and onto-epistemological extension of western domination, through four interrelated domains: economy, authority, gender/sexuality and knowledge.

- Example: the world map (same distance from north Brasil to south Brasil)  
Who constructed the map?

It was given to us as a tool to (re)think and/or deconstruct ideas.

Then we were divided into small groups of 3-4 people and invited to share our thoughts and opinions on the following beliefs:

- ✚ The belief that it is an honor to die for your king, country or religion
- ✚ Beliefs that different races reflect differences in moral character and intelligence
- ✚ The belief that white skin is beautiful



- ✚ Beliefs about not having a religion

Then, we had to summarize our discussion with three keywords.

Then, some groups gathered together and had to exchange on the following questions:

- ✚ What would our grandparents think about it?
- ✚ Where do they come from?
- ✚ Were they wise? And why?
- ✚ How were they reinforced?

Reflection all together:

- ✚ What will your children/future generations' opinions will be?
- ✚ How do beliefs limit us?
- ✚ What would make you change your beliefs?

The group was sharing a lot of thoughts and different experiences and agreed to say that we did not have enough time to express ourselves. However, everyone was very much involved as it required us to reflect on our own experiences.

### Concept of Intersectionality

We talked about what we understand under intersectionality, about different kind of discriminations and about the complexity of this topic. We were told the story of Kimberle Crenshaw who created the concept. While being a US lawyer, she defended a black woman who could not get a job in a car company. The story was being told and illustrated with lines painted on paper in order to give a visual definition of what intersectionality is.



**Day 4, 19<sup>th</sup> of October 2022**

#### Sequence of the day:

- ✚ "Weather report"
- ✚ Theatre activity
- ✚ Antidiscrimination in Educational work. Presentation of **Formando Rutas**.
- ✚ City Tour
- ✚ Berlin Tour

### Beginning of the day "Weather report"

Participants shared how they were feeling that morning (tired, happy because everything is clean, excited for the city walk and the program of the day).

Then we found out that we would meet Juan Donoso, Activist from the climate justice movement, and then we would have a citywalk.



## Theatre activity

### Part 1: Body expression

The exercise starts with a warm-up with eyes closed. The facilitator lists the different parts of the body to be warmed up one after the other. The participants are then invited to move on the music, following a part of their body. For example, move around the room as if your right hand was guiding your body.

At that moment, the facilitator was observing that the mind was still very present in the movements and that the body was not yet

expressing itself. To let the body express itself without the mind we did a floorwork exercise: the participants danced/moved while keeping contact with the floor to the music. The aim was really to let the body express itself and do what it wanted.

After several passes, new music had been played and the participants could move around representing/mimicking the story the music was telling them.

Then the participants spread out to occupy the whole space and let their bodies express themselves on the music, eyes closed and on the one spot. They then layd down, always with the eyes closed. The facilitator also asked some questions: "What do I feel?" "When did I last feel this sensation?"

To finish this exercise, participants made pairs and took one minute to observe the partner, without speaking.



### Part 2: Theatre

The group was divided in two groups (around 6 people in each group). Each team had to think about a scene of discrimination that one of the participants had observed. They then created a small piece of theatre to play this scene. Each participant had to play a role.

At the end of the scene, a person from the audience replaced the discriminated person and tried to find out how he/she could react better/differently in this situation. The scene was replayed with the role change.



The two scenes were one person discriminated on the bus by the ticket controller and one person discriminated during a job interview.

The activity was followed by a fruitful discussion. The participants formed a circle and wrote on a piece of paper how they felt while watching the scene being played. Those who want could share what they had written. «confused, oppressed, angry, uncomfortable, incapable of helping, sad, hopeless, upset, frustrated”.

As facilitators, to put the group back into a positive dynamic after this experience, we could continue with a discussion on the feelings of each person to express themselves and leave time to walk around a bit.

In order to bring everyone back into their bodies and out of their roles, the exercise could be finished with a symbolic gesture. All participants formed a circle. They all had their backs to the circle. They thought about their role, the scene, their feelings. Once they had digested and were ready to come back to the present moment, the participants turned around and said "Hello! I'm back". We then finished this exercise with a big hug together.



**Formando Rutas presentation by Juan Donoso: The topic of the presentation is "Antidiscrimination in Educational work".**



Juan Donoso is a journalist that developed an educational project and is doing a documentary. He did a presentation about "Hacking the Narratives" of climate change. There is a desire of finding solutions and about knowing what to do. A narrative change is a long proposition. So we need to change the popular belief of something, as well as acting regarding it. ***It's about connecting fights.***

We also saw that the context about 2°C is about colonization, patriarchy, racism and how capitalism is putting money over life. Next he explained a couple of concepts like: overcoming denial, which is about the violence and the extraction going on along the years, which is still continuing. So we need to overcome the denial of not wanting to talk about this. Accepting death: when we overcome the denial of things dying we can start rituals and think about what to do regarding that. Once we accept the word is not going to be the same, then we can start acting. Beyond anthropocentrism: nature is not only about people, but about everything. **The future if a territory to defend: capitalism is not an option and it's not working, so we need to change it.**

We saw a slide as well, that was titled "*Siri, define imperial mode of living*". That means that we need to change the paradigm of us vs them. Everything&anyone does affects us all because **we are all interconnected. It's an entanglement.** Then we reflected on some indicators of impact and the outcomes.

Afterwards we did a diagram about mobility. What we see or smell on our daily basis when we go outside on our daily routine. Later we discussed how what we wrote is related to environmental justice and protection. And how mobility is connected to racism and patriarchy.

When we started sharing, some bullet points that came out were:

- ✚ Bicycle lanes
- ✚ Transportation like public buses

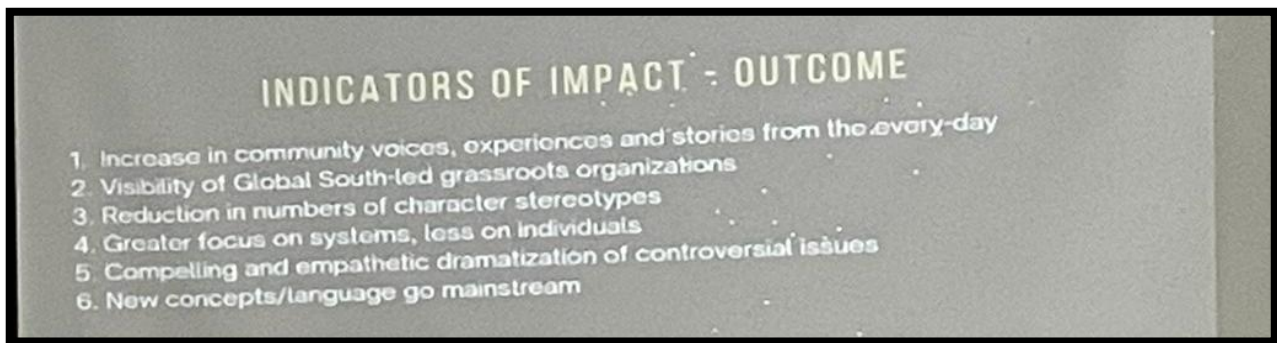




Fountains

Green Spaces

So to sum up, spaces need to be inclusive, for all type of people.



Then we watched a couple of videos on this topic. We all agreed on the fact that we would have appreciated if we had more time so we could discuss them and reflect on them.

### City Tour

After lunch we met Steffi from *FDCL* for a decolonial city tour "*Conectando: auf den Spuren Lateinamerika Berlin*". We walked through different stations that exhibited the role of Germany in the global colonial history, with special focus on colonialism in Latin America.

#### Station 1: Welsert./Fuggerstr. (Bavarian Quarter)

We learned about the role of the powerful Southern-German families Welser and Fugger who managed trading empires in the 16th century and funded royal houses in Europe in their colonial



expeditions and establishment of colonies. As payments back the royal house of Spain provided the families parts of the Spanish colonies in Mexico, Peru and Venezuela, which led to their establishing plantations, enslavement and genocide of the local populations, violent gold expeditions and environmental degradation that endangered the health of the local populations – all the while increasing the power of Welser and Fugger families and improving the economy in Germany.

The Welser heritage was legitimized as a "natural right" of Germany during the national socialistic era and the Fugger continue being a powerful family in Southern Germany, although they currently provide social housing for the economically challenged.

#### Station 2: Embassy of Argentina

We learned about the 19th century war against and the genocide of the Mapuche, the indigenous population originally residing in parts of what is today known as Argentina and Chile, after they gained independence. German soldiers participated in the wars and German scientists explored

the area afterwards, but Germany played a role also in another way in the colonization of the Mapuche regions: about 200 German families were brought to settle the regions by Bernhardt Filippi in order to bring European ideals and economy based on Western logic to the region through the white, "hardworking" Germans. The Germans – along with other settlers from Europe – settled in the lands portrayed as "inhabited", causing the displacement of the Mapuche populations. The crimes against the Mapuche and the land conflicts still remain unresolved and the Mapuche face police violence in trying to advocate for their rights.



### Station 3: Das Museum für Völkerkunde

We learned about the cruel research on human remains with the objective of proving the superiority of the white race through the story of Damiana, the only survivor of the Aché massacre in Paraguay, who was forced to work as a maid in a German family in Argentina before her hospitalization due to "erratic behaviour". After dying of tuberculosis at the mental hospital, Damiana's remains were given to Maniche who had photographed and researched Damiana when she was alive and who then preserved her remains. Her remains were recovered 2010-2012 to their origin after it was discovered that her head – researched by Maniche – was stored at a Berlin hospital, whereas her body was found at Museo de la Plata in Argentina. Thousands of human remains were stored at the storage rooms of German museums and hospitals after being removed from different exhibitions after the Second World War. The remains still remain at these storages and their recovery is problematic due to lack of researchers and funding to find the origins.

### Station 4: Mall of Berlin

We learned about indigenous designs being used without permission by many commercial brands (such as Mango, Desigual, Nestlé). There have been 50 cases of commercialization of indigenous designs without permission according to a Mexican organization between 2014-2020. Indigenous designs are cultural artefacts related to the cosmovision and the way of life of indigenous peoples who should have the right to profit from their designs. To round up the city walk, we discussed the concept of cultural appropriation in relation to cultural appreciation.

We finished the day by discovering some relevant Berlin sights in Mitte as some participants were visiting the city for the first time. We also had a dinner together at a part of Kreuzberg.

### **Berlin Tour**

After the excursion the group decided to explore Berlin. We visited main attraction - Federal Government (Reichstag), Brandenburg Gate, Potsdamer Platz and many more. We finished our day by eating in the Indian restaurant.

## Day 5, 20<sup>th</sup> of October 2022

### Sequence of the day:

- ✚ Dream Journey
- ✚ Summary/ Explanation of the organization/methodologies of the week
- ✚ Work in the Project/ Reflection Groups
- ✚ Lunch
- ✚ Presentation of the Group projects
- ✚ Final Evaluation of the methodologies/ the week in general
- ✚ Dinner
- ✚ Farewell Party

### **Dream Journey**

To start our last day, Xalteva invited us to join a Dream Journey. The floor of our seminar room was covered with blankets and pillows and the windows were blinded. This provided a very cozy and



safe atmosphere, so that everyone could feel comfortable. After everyone lied down, Xalteva started the Dream Journey, which was mainly about ourselves and our inner child. It was about doubtless times and times when we loved ourselves. All in all this activity was really about self-care. While the Journey Xalteva also put oils behind our ears and massaged our legs- if we wanted.

To sum up, this was a really beautiful experience which connected the different parts of ourselves and reminded of the history of our own life. It was really moving and emotional for some participants. These kind of relaxing and slowing activities should be part of every Training, because they allow the participants to come and slow down. Furthermore, this powerful activity allows them to keep in touch with their selves, to sort their thoughts and also to remind them to love themselves.

### **Work in the Project/ Reflection Groups**



The participants were asked to reflect every evening about the methodologies which were used during the day. The task of that day was to choose one of these methods to reflect and criticize them or to create a complete new method. Some groups designed a new method, according to the handbook "STAR E", some were criticizing already existing methods from the handbook. It turned out that some changes were still needed and while picking a method, we always need to adapt it to our target group.

In total we had almost three hours to develop this project. We learned a lot about the conceptional



work and how much investment it takes to think and to develop a method. It gave us a lot of inspiration for a further implementation.

### **Presentation of the Group projects**

After the creating process and Lunch we got the chance to present our works to Xalteva and Jessica. The participants used the Whiteboard to make their projects visible and understandable for everyone. After the presentation we talked together about our projects and their strengths and weaknesses. We had discussions about the challenges of the implementation of our projects and talked about alternatives or adaptations. This was very enriching because we got even more impulse to reflect on our developed methods. But also a lot of good feedback was transmitted which honored the time of work we put in the projects.



### **Final Evaluation of the methodologies/ the week in general**



In the first feedback round, to wrap up the week we anonymously gave our feedback to the methods in the Training. For almost each method there was a plate provided to put a note for a comment inside. Furthermore we evaluated the competencies required in the past week.

In the last round, we came together in a chair circle and gave our personal feedback to the facilitators. Everyone got the chance to talk and to mention all their comments,

proposals but also their positive feedback to the Training, the group and to the facilitators. This Feedback round was important to end the Training and is important for every activity we will implement in our future groups.

### **Farewell Party**

After dinner the participants came together to spend the last evening as a group. A lot of participants brought food from their home countries, so they got shared and tried by all participants. There was also music and a lot of chats between the participants. This allowed us to connect one last time with all participants and to feel the intercultural atmosphere.





### Day 6, 21<sup>th</sup> of October 2022

#### Sequence of the day:

- ✚ Breakfast
- ✚ Cleaning
- ✚ Final goodbuys

It's the last day of the training, and some people have already left during the night or early in the morning.

#### **Breakfast**

During the breakfast the atmosphere was different, there was a bittersweet feeling in the air: everybody was happy to have had the chance to participate in this training, but also sad that it was already time to leave. That is why the breakfast turned out calmer and more silent than it normally was. We also put the remaining food on the table, so that everyone could take something to eat for the trip they had ahead and in order to not waste any food (which has always been important to everyone throughout the whole week).

#### **Cleaning**

That day there was no cleaning team, so everybody had to help. We first undid our beds and prepared our luggages, making sure that we didn't forget anything in the bedrooms or bathrooms. We then split into two groups, one took care of the living room and the other one of the kitchen. In the living room we put on some music and started cleaning: we detached all the posters, organized the materials that we used during the training, swept the floor. In the kitchen, we did the dishwasher and cleaned the remaining pots and pans. We also took the food out of the fridge so that we wouldn't forget anything.

#### **Final goodbyes**

We then did one last activity: we attached a sheet on everyone's back and we all had to write something sweet to say goodbye to the others. It was a nice way to end our training and to connect even more, because it implied finding some words for everyone and having one last chance to tell them something. We then decided not to read the phrases on the sheet immediately, but to keep them and read them during our trip back home. It was an emotional experience for some because it was the moment of the final realization that the training was over. Of course we all thanked Kristina, Xalteva and Jessica for the amazing and precious job they did: without them the training wouldn't

have been possible and we wouldn't have created new connections among us. We then gave final hugs to each other and took the transportation to leave.



**Once again, thanks everybody for this amazing and unique experience. We hope to meet you again in the future!**

## ***Conclusions***

This training brought together eighteen staff and volunteer youth workers from Spain, France, Italy, Slovakia, Denmark, and Germany in order to acquire a qualification in youth work as trainers against racism. It provided an intensive training curriculum that aimed to sensitize political education work to the topics of anti-racism and anti-discrimination. Participants of the programme gained valuable knowledge and competencies that enabled them to effectively work with diverse groups on these issues.

The training consisted of the following modules:

Exploration of the concept of Nonviolent Communication and how it can help us to work together in an appreciative and peaceful way on the topic of anti-racism.

Reflection on participants' own social positioning in society and the associated social privileges and disadvantages along different forms of discrimination.

Introduction of methods of the Anti-Bias approach, which can be used in educational work in the future.

Criticism of racism, Intersectionality and Diversity as concepts to understand, how racism and other forms of discrimination work.

Development of ideas and strategies for designing discrimination-sensitive educational activities.

Exploration of methods and strategies for self-awareness and personal empowerment.

The training program provided participants with a multifaceted and intensive examination of their individual experiences of discrimination and racism. They learnt about the sociopolitical dimensions of the topics discussed. Some already existing concepts and work units from manuals such as the method handbook "Standing Together against Racism" became more visible and tangible for them. In further sessions the participants developed plans for adapting the training contents and methods to their respective fields of work and target groups. They also had a live experience on how to conduct a training with appreciative and sensitive leadership, creating a space of trust, security, and positive energy. This will help them to take a similar approach in their future work. Additionally, a guided excursion to sites of historical relevance in Berlin made them more aware about the world order and power structures. Another major outcome of the project are numerous follow-up projects which were developed by different participants together to address the needs of their specific target groups.

Last but not least, the participants gained a high degree of motivation to apply the acquired knowledge and experience in their activities which will contribute to the quality of youth work in the respective countries and in the European Union.

## ***Feedback of the Participants***

### **Francesca Piani, Italy**

The training has been very intense: I learnt a lot and I met new amazing people. It gave me the input to reflect more on certain topics and it made me want to work in the field of migrations even more.

Thank you for giving us this amazing chance.

### **Talea König, Germany**

After 5 intensive workshop days we felt like a really well connected group. The meeting allowed the exchange of different youth workers from different countries in Europe and the inspiration from their different approaches to anti-racist youth work.

In this short time we formed a group with confidence and positive energy. This was helpful in reflecting and sharing personal experiences. We all appreciated the multi-method approach of our trainers. They involved the mind, the heart and the body. We were able to learn more about the theory of racism as far as the mechanism of functioning. Nevertheless, self-awareness played a role in the learning process.

As a small final project, we benefited from having short group presentations on possible projects for different target groups. Through this project planning process we were motivated to apply our knowledge in practical work.



### **Florence Picot, France**

I really enjoyed the training. We learned a lot of different methods and activities, had a lot of debate and conversations and the group was really good.

I think the others participants also really enjoyed it!





## Youth Pass Evalation

body expression +

More sensitised to other forms of living & realities

~~know~~ Broaden perspective of racism in different European context (not only my country & USA)

Cultural awareness and expression competence

Digital competence

- found out web page to downloads non-european-centred maps.
- Creando Rutas website /instagram
- padlet

Multilingual competence

Personal, social and learning to learn competence

Self awareness / care

Motivation to learn another language |

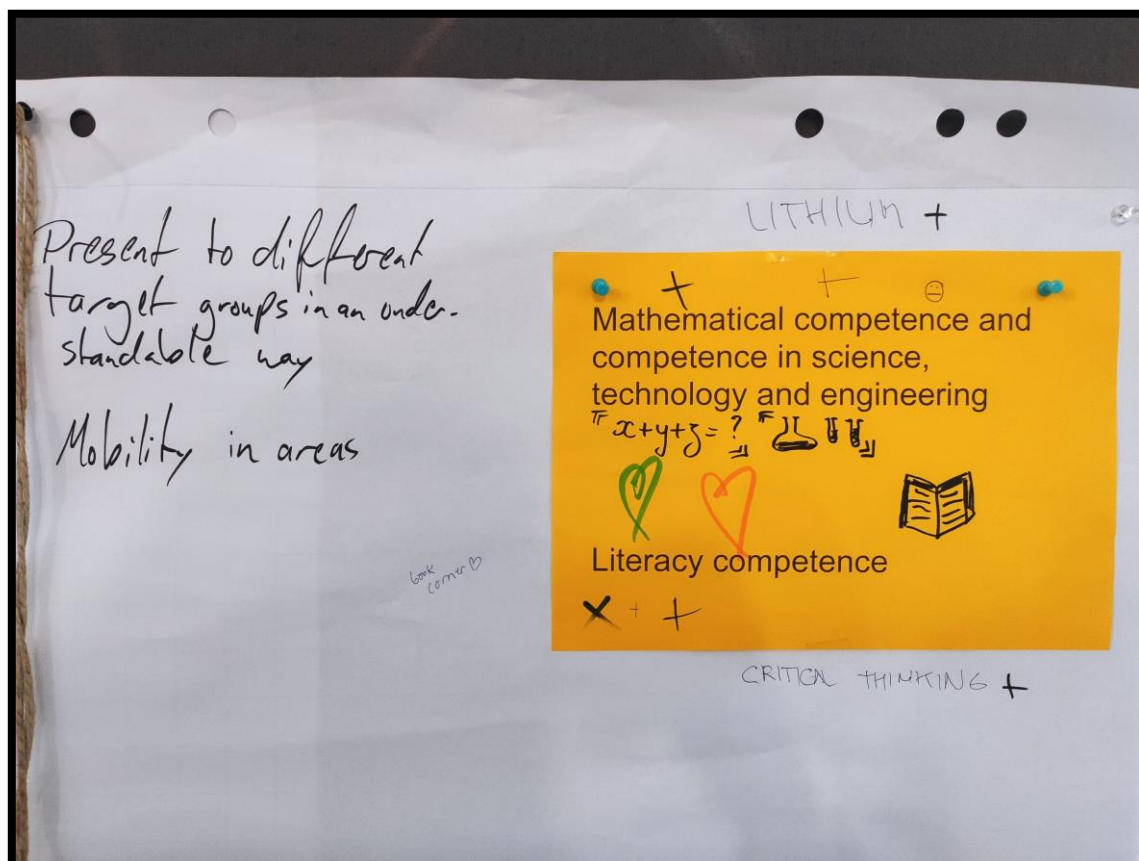
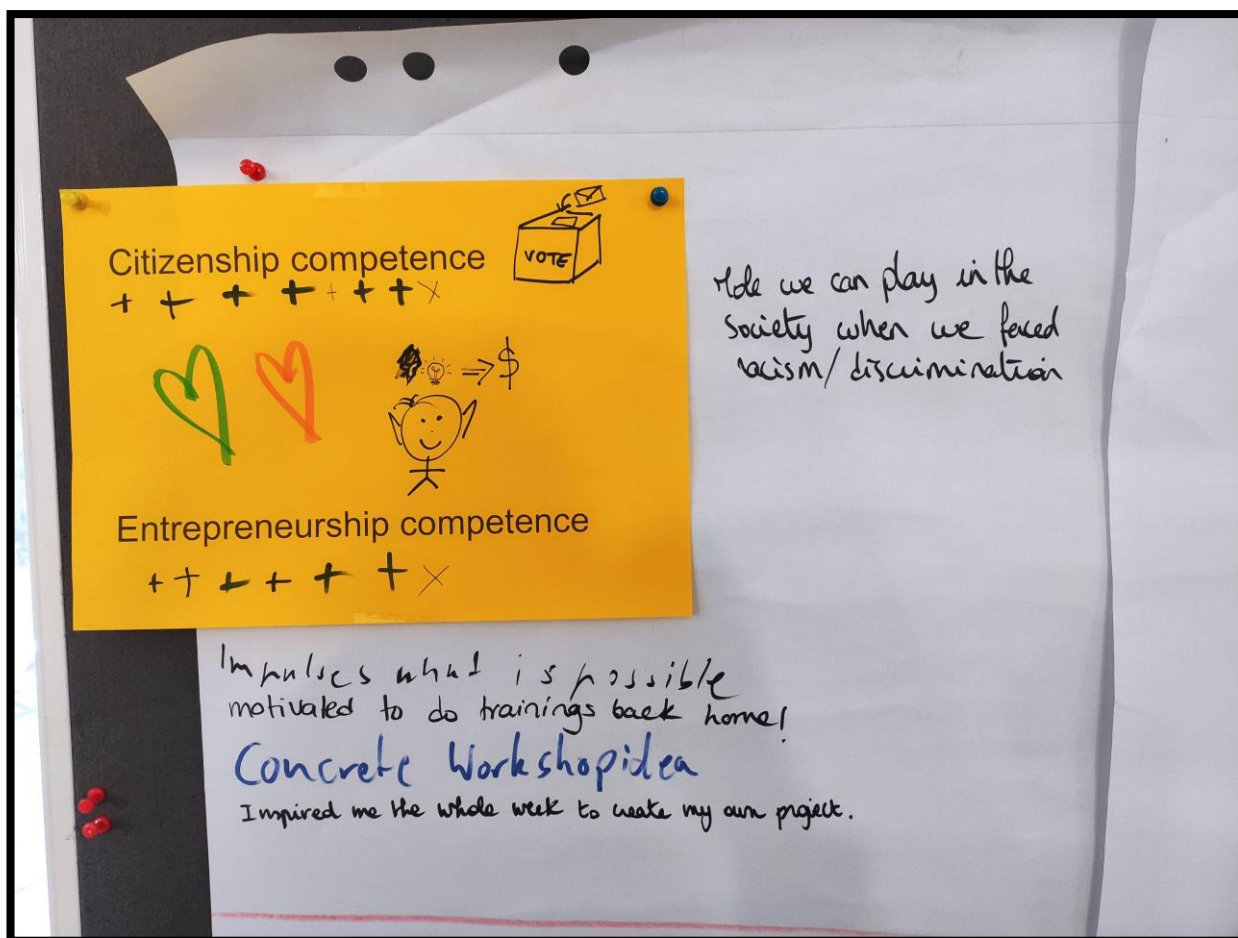
More sensitisation to discrimination mechanisms +

More understanding of my privileges +

learnt how to reflect about so many things: body, mind, others, privileges. - + +

I found out and learnt about many new methodology to learn and educate myself





## Feedback based on specific criterias

Criteria	1 <sup>1</sup>	2	3	4	5
Topics, content and my learning growth		1 <sup>2</sup>	2	8	6
Opportunities for practical application of training's content		1	2	8	6
Time management of the learning process		3	7	5	2
Materials (texts, literature lists, presentations)			2	6	9
Methodical structure of the seminar		2	1	3	11
My opportunities to participate				3	14
Motivating atmosphere				2	15
European dimension of learning activities				5	12



<sup>1</sup> 5 – the best mark, 1 – the worst mark

Total number of interviewed participants - 17

<sup>2</sup> Person

# Online Meeting

Online Pre-meeting took place in the evening of 10th of October at 19.00 CET.

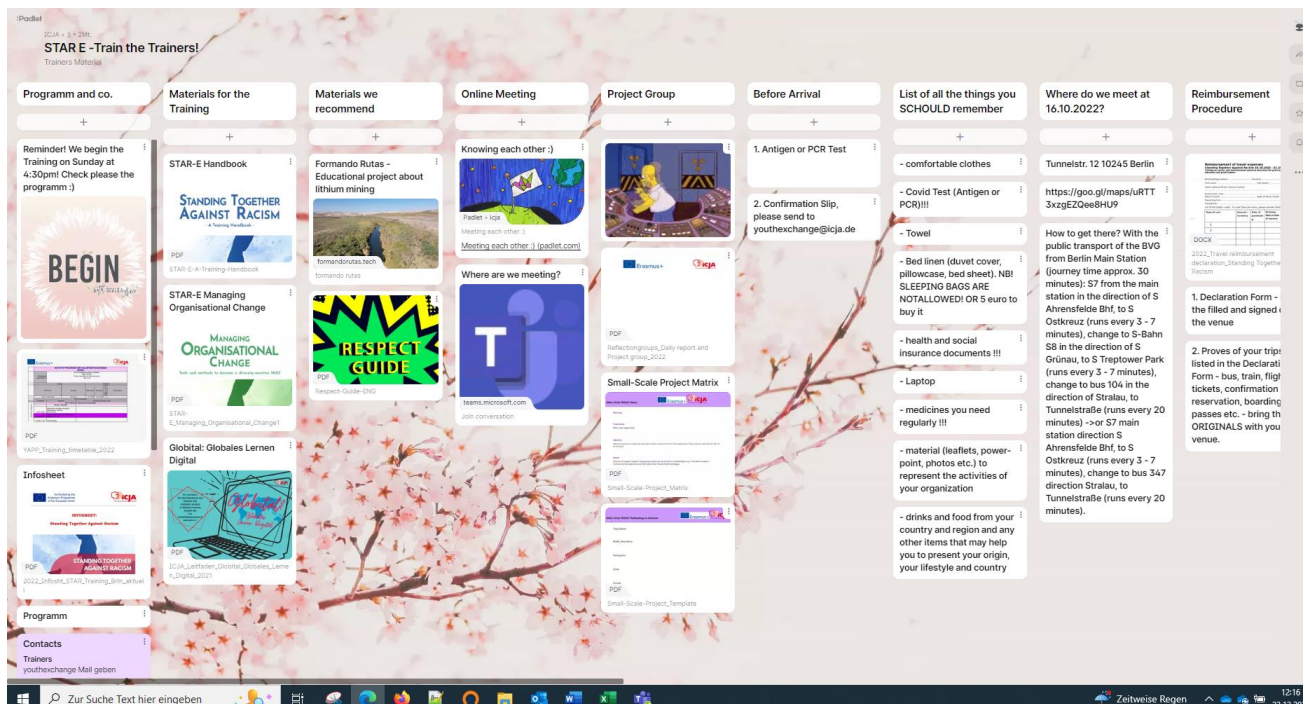
Our meeting agenda was:

- **7:00 pm** Welcome, technical check + name round, energizer
- **7:20 pm** Presentation of the people involved, the team and the program for the online meeting
- **7:30 pm** Activities to get to know each other \*
- **8:00 pm** Break :)
- **8:10 pm** „Standing Together Against Racism Europe“ - a first introduction
- **8:35 pm** Berlin Excursion and Special Guest
- **8:50 pm** Final greetings + important info for the training.



**During the meeting the participants shared their expectations and wishes:**

**For the further use there was organized Padlet with all necessary materials:**





## Sustainable Development Goals Focus



Source: [Kommentar: Die Rolle der Sustainable Development Goals \(SDGs\) beim CSR-Reporting - Scholz & Friends Reputation \(nachhaltigkeitsberatung-sfr.de\)](#)

**During the Youth Exchange we concentrated on many Sustainable Goals that were approved by the United Nations in 2015** as a global call to action to eradicate poverty, safeguard the environment, and guarantee that all people enjoy peace and prosperity by 2030. The 17 SDGs are interconnected. They realize that actions in one area impact outcomes in others and that their growth must balance social, economic, and environmental sustainability.

### The participants actively discussed the following SDGs:

**Goal 4 - QUALITY EDUCATION** - Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This goal aims to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education.

**Goal 5 - GENDER EQUALITY** - Ending all discrimination against women and girls is not only a basic human right, it's crucial for sustainable future; it's proven that empowering women and girls helps economic growth and development. It is vital to give women equal rights land and property, sexual and reproductive health, and to technology and the internet. Today there are more women in public office than ever before, but encouraging more women leaders will help achieve greater gender equality.

**Goal 10 - REDUCED INEQUALITIES** - Income inequality is growing. In recent decades, income inequality has increased almost everywhere, but at different rates. Income inequality

requires global solutions. The group agreed that promoting safe migration and mobility of people is also key to bridging the growing divide.

**Goal 16 - PEACE, JUSTICE AND STRONG INSTITUTIONS** - We cannot hope for sustainable development without peace, stability, human rights and effective governance, based on the rule of law. Yet our world is increasingly divided. Some regions enjoy peace, security and prosperity, while others fall into seemingly endless cycles of conflict and violence. This is not inevitable and must be addressed. The SDGs aim to significantly reduce all forms of violence, and work with governments and communities to end conflict and insecurity. Promoting the rule of law and human rights are key to this process, as is reducing the flow of illicit arms and strengthening the participation of developing countries in the institutions of global governance.

## ***Participating Organisations***

Belgium	Javva	<a href="#">website</a>	<a href="mailto:javva@javva.org">javva@javva.org</a>
Spain	AFAIJ	<a href="#">website</a>	<a href="mailto:sve@afaij.org">sve@afaij.org</a>
France	Jeunesse et Reconstruction	<a href="#">website</a>	<a href="mailto:dg@volontariat.org">dg@volontariat.org</a>
Italy	Joint	<a href="#">website</a>	<a href="mailto:exchanges@associazionejoint.org">exchanges@associazionejoint.org</a>
Slovakia	KERIC	<a href="#">Website</a>	<a href="mailto:lenicka@keric.sk">lenicka@keric.sk</a>
Germany	ICJA	<a href="#">website</a>	<a href="mailto:youthexchange@icja.de">youthexchange@icja.de</a>
Denmark	Dansk ICYE	<a href="#">website</a>	<a href="mailto:icye@icye.dk">icye@icye.dk</a>

## Links, Articles and Social Media

<https://volontariat.org/nos-formations/star-e-2/>

**RECHERCHER UN PROJET**

CHERCHER >

Newsletter

Email

S'ABONNER

En vous abonnant à la Newsletter de JR, vous acceptez notre [politique de confidentialité](#)

**SÉMINAIRE DU 16 AU 21 OCTOBRE 2022 À BERLIN**

Luttons contre le racisme !

Jeunesse et Reconstruction a participé à un groupe de travail de 3 ans dans le cadre d'un programme Erasmus + nommé Star-E. Pour permettre à ce projet de continuer à porter du fruit, un **séminaire est organisé à Berlin du 16 au 21 octobre 2022**

Ce séminaire sera l'occasion d'aborder les questions de l'antiracisme et de l'antidiscrimination à travers différentes approches telles que l'anti-biais et la prise de conscience de son propre positionnement social ou de celui qui lui est attribué et des avantages ou désavantages sociaux qui y sont associés. Des ateliers interactifs seront aussi organisés tout comme des ateliers pour développer des stratégies d'action concrètes sur les thèmes de la discrimination et du racisme.

Pour s'inscrire, merci de nous envoyer un mail à [info@volontariat.org](mailto:info@volontariat.org)

L'équipe Jeunesse et Reconstruction

**STANDING TOGETHER AGAINST RACISM**

Concepts and methods of anti-racism sensitisation and empowerment in international youth work

TRAINING COURSE FOR TRAINERS, FACILITATORS AND YOUTH WORKERS

BERLIN, 16.-21.10.2022

With the support of the Erasmus+ Programme of the European Union

[Jeunesse et Reconstruction Website](#)

[Dansk ICYE Facebook](#)

### [Jeunesse et Reconstruction Instagram](#)

<https://www.facebook.com/photo?fbid=475122724662176&set=a.454738230033959>

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Dansk ICYE

12. Oktober um 15:33 · 🌐

Vil du gerne på kursus i Berlin i efterårsferien? 🇩🇪

... Og kunne du tænke dig at dykke ned i metoder til behandling af anti-racisme og empowerment i international ungdomsarbejde?

Der er stadig ledige pladser på dette STAR training course i Berlin, som er udarbejdet af ICYE Tyskland (ICJA) og finder sted søndag 16. til fredag 21. oktober.

Læs mere her: <https://www.icye.dk/star-oktober-2022/> og kontakt Mikkel på [mikkel@icye.dk](mailto:mikkel@icye.dk), hvis du vil sige om at komme med.

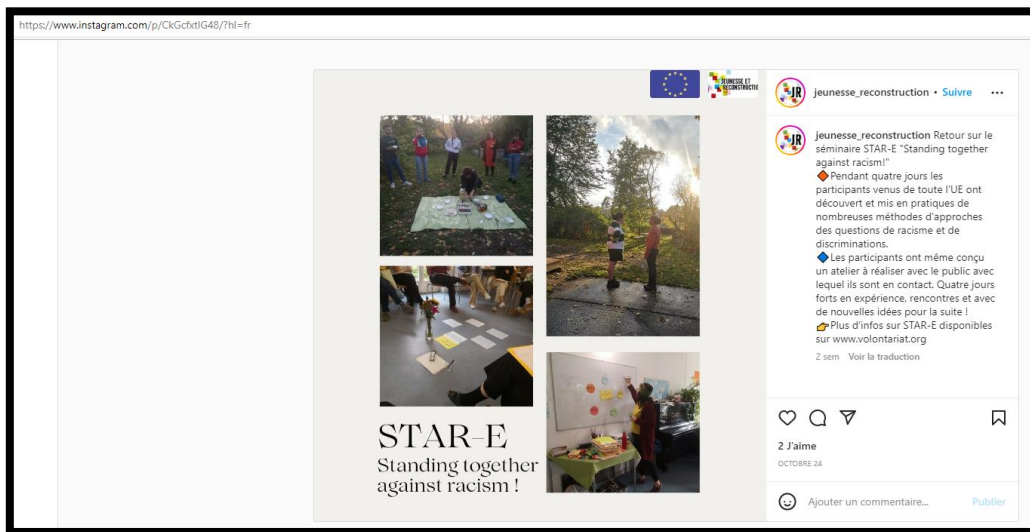
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👍 Gefällt mir · 💬 Kommentieren · ➦ Teilen

🗨 Kommentieren ... · 📷 · 📺 · 📢 · 📧

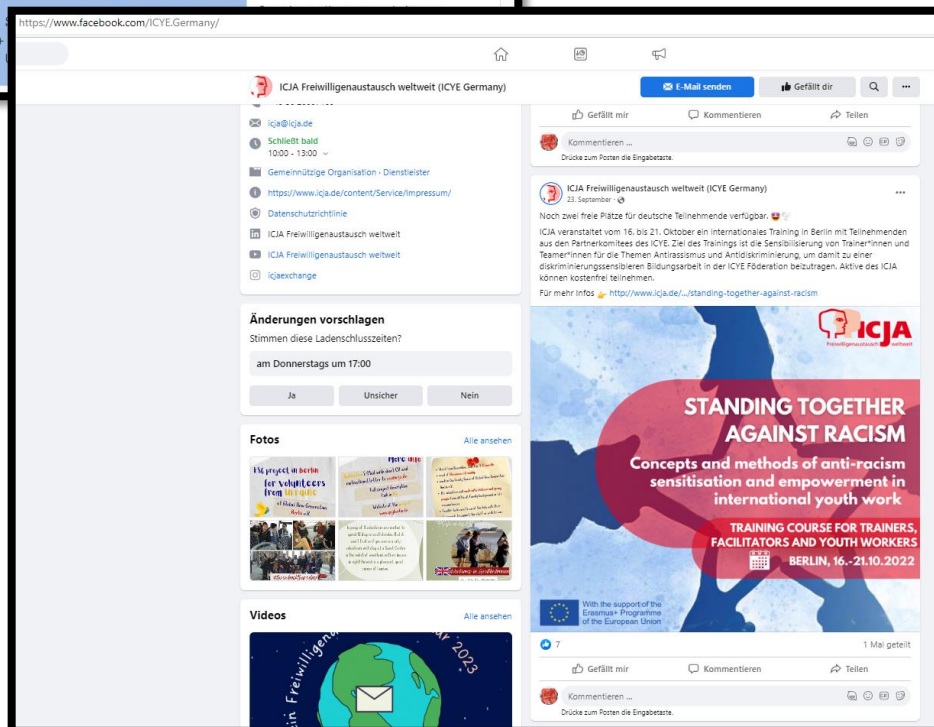
Drücke zum Posten die Eingabetaste.





## Jeunesse et Reconstruction Instagram

## Facebook Young Activists for Peace



## Coordinating Organization

ICJA Freiwilligenaustausch weltweit e.V.

Andreas Schwab

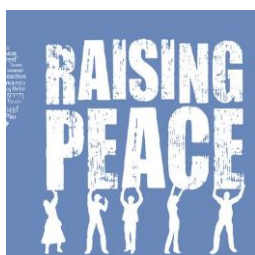
Nikolaus Ell

Stralauer Allee 20E

10245 Berlin

[www.icja.de](http://www.icja.de)

This project is registered as local awareness-raising activity associated with the Raising Peace campaign



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*Raising Peace is a networking initiative that aims to contribute to the construction of peace, the guarantee of human rights all over the world, and to highlight the role that International Voluntary Service (IVS) plays in the field. The programme achieves this through advocating for human rights, non-formal education training and capacity building, empowerment of activists and organisations and through communication and visibility campaigns.*

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This project was co-funded by the Erasmus+ Programme of the European Union.



**Funded by  
the European Union**

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